



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

3120 W Cholla, Phoenix, AZ 85029

Washington Elementary School District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Performing Plus
2004-05 Performing
2003-04 Highly Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Ms. Brenda Case
Schedule : 07:30 AM to 04:00 PM
Grades : 7-8
Web Address : www.wesd.k12.az.us
Phone Number : (602) 896-5400
Fax Number : (602) 896-5420
E-mail : bcase@wesd.k12.az.us

Mission

Cholla Middle School provides an effective middle level education which prepares young adolescents for high school and teaches them to read, write, think, communicate and be responsible. Academics and exploratory electives are provided.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Not Met
2004-05 Not Met
2003-04 Met

School Improvement Status (b)

2005-06 N/A
2004-05 N/A
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Teachers will implement the revised science and math curricula, and will plan instruction using the newly adopted mathematics materials in order to improve student achievement.
- ü All teachers will work to incorporate scientifically researched strategies in the area of expository and functional print. These areas were identified through data discovery and targeted to meet the unique needs of our students.
- ü Teachers will analyze assessment data for data-driven decision-making to increase student achievement.

Enrollment

October 1, 2005 School Year Student Enrollment : 865
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 18

Instructional Programs

- ü Art/Music/Physical Education
- ü Technology/Teaching Learning Stations
- ü Gifted Program
- ü Fine Arts Program
- ü On-site Special Education Programs
- ü Alternative Education Program

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 20 minutes
First Day of School :	8/8/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Our school strives to provide: A safe environment, consistent leadership, effective instructional practices, student achievement, a welcoming community, and personal and professional development.

Parents

Parents are responsible for monitoring their child's academic progress, supporting the state/district standards, and communicating with school personnel when needed. Parents should be aware of and support the building of discipline and instruction plans.

Transportation Policy

Bus riding is a privilege extended to students through Board Policy. The Transportation Department is responsible for transporting students safely to and from school and school-related activities. The department is committed to providing its employees with ongoing training to successfully carry out its responsibilities. Students shall conform to all policies and regulations relating to conduct on school buses so that a safe and friendly environment may be maintained.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Intellectual Freedom Award AASL-SIRS/Pro Quest	2005
ü Central Az. Middle Level Assoc. Teacher of the Year	2004
ü WESD Lamp of Learning Award Recipients (1)	2004
ü WESD Lamp of Learning Award Recipients (1)	2003

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

7th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	431	2599	78546	98	99	97	532	533	543	16	19	15	21	19	18	55	51	52	9	11	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	207	1279	38645	98	99	98	535	535	545	14	17	13	19	19	18	57	53	54	10	11	15
Male	224	1320	39792	99	99	97	529	532	542	17	21	17	23	19	17	52	49	50	8	11	15
African American	32	193	4205	100	98	97	510	516	524	22	30	22	28	23	22	47	41	49	3	7	7
Hispanic	135	1052	31177	94	99	97	525	517	524	19	26	22	20	24	23	56	46	48	6	5	7
Asian/Pacific Islander	16	80	1940	100	100	99	537	559	580	13	9	5	13	10	9	69	64	53	6	18	33
American Indian/Alaskan Native	15	94	4689	100	96	95	526	528	515	7	17	28	20	22	25	73	53	43	NA	7	4
White	233	1180	36450	100	99	97	539	549	563	14	12	7	21	16	12	53	57	57	12	16	23
Students with Disabilities	46	308	8093	98	95	82	488	482	489	52	53	50	33	26	24	13	17	23	2	4	2
Students without Disabilities	385	2291	70453	98	100	100	537	539	549	11	14	11	20	18	17	59	56	56	10	12	16
Limited English Proficient Students	39	384	9323	93	96	94	489	486	491	54	54	47	15	23	28	31	22	24	NA	1	1
Migrant Students	--	--	674	--	--	95	--	--	515	--	--	28	--	--	27	--	--	40	--	--	5
Economically Disadvantaged	205	1299	34694	98	98	96	526	523	524	17	22	23	23	23	23	56	49	48	4	6	7
Non-Economically Disadvantaged	226	1300	43852	98	100	99	538	544	559	15	16	10	19	16	13	53	53	56	13	15	22

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	431	2609	79045	98	99	98	508	504	512	7	12	10	28	29	25	59	54	58	5	5	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	208	1283	38860	98	99	98	519	511	519	5	9	7	22	26	22	66	58	62	7	7	8
Male	223	1326	40075	98	100	97	499	496	505	10	15	12	34	32	28	52	50	54	4	3	6
African American	32	195	4250	100	99	98	495	492	500	13	15	12	31	36	31	56	45	54	NA	4	3
Hispanic	134	1054	31314	93	99	98	502	486	493	8	19	16	29	37	34	59	42	48	4	2	2
Asian/Pacific Islander	16	80	1949	100	100	99	504	520	536	NA	3	4	44	23	15	50	65	66	6	10	15
American Indian/Alaskan Native	15	94	4719	100	96	96	501	495	489	NA	12	15	47	36	39	53	48	45	NA	4	2
White	234	1186	36730	100	100	98	514	520	532	7	6	4	25	21	16	61	66	68	7	7	12
Students with Disabilities	46	318	8552	98	98	87	467	457	463	28	37	35	50	42	40	20	18	23	2	3	1
Students without Disabilities	385	2291	70493	98	100	100	513	509	517	5	9	7	25	27	24	64	59	62	6	5	8
Limited English Proficient Students	38	384	9355	90	96	95	460	451	456	29	40	37	53	49	48	16	10	15	3	1	0
Migrant Students	--	--	682	--	--	96	--	--	480	--	--	23	--	--	37	--	--	39	--	--	1
Economically Disadvantaged	203	1299	34922	97	98	96	503	494	493	8	14	15	33	35	34	56	48	48	3	4	3
Non-Economically Disadvantaged	228	1310	44123	99	100	99	513	513	527	7	10	6	24	24	18	62	60	66	7	6	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	437	2643	79657	100	100	99	565	559	566	3	5	3	6	10	8	90	84	87	1	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	210	1293	39120	99	100	99	580	575	580	2	3	2	2	6	4	95	90	92	1	2	2
Male	227	1350	40423	100	100	98	551	543	553	4	7	5	10	14	12	86	79	83	0	1	1
African American	32	199	4290	100	100	99	555	545	560	3	8	4	9	14	9	88	77	86	NA	1	1
Hispanic	139	1067	31642	97	100	99	565	543	552	1	8	5	6	13	11	92	79	84	NA	0	0
Asian/Pacific Islander	16	80	1948	100	100	99	549	581	589	13	3	1	6	4	3	81	88	91	NA	6	4
American Indian/Alaskan Native	15	96	4760	100	98	97	557	556	547	7	4	5	NA	9	14	93	84	81	NA	2	0
White	235	1201	36929	100	100	99	568	574	579	3	2	2	6	7	5	90	89	91	1	2	2
Students with Disabilities	52	342	9069	100	100	92	517	500	508	8	13	11	21	35	30	71	49	58	NA	3	1
Students without Disabilities	385	2301	70588	98	100	100	571	566	573	2	4	2	4	6	5	93	89	91	1	1	1
Limited English Proficient Students	40	393	9521	95	99	96	488	482	507	15	20	13	28	28	24	58	52	63	NA	1	0
Migrant Students	--	--	694	--	--	98	--	--	546	--	--	5	--	--	12	--	--	82	--	--	1
Economically Disadvantaged	207	1321	35341	99	99	97	558	552	551	4	5	5	7	11	12	89	83	83	NA	1	0
Non-Economically Disadvantaged	230	1322	44316	100	100	100	571	566	578	2	5	2	5	8	5	91	85	90	1	2	2

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	420	2545	78400	97	98	97	539	544	554	26	25	21	25	21	19	41	45	47	8	8	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	203	1249	38686	99	99	98	539	545	554	25	24	20	26	22	20	40	45	49	9	8	12
Male	217	1295	39636	96	98	96	540	543	554	28	27	23	24	21	18	41	44	46	7	8	13
African American	34	202	4193	89	100	97	527	525	533	32	36	32	26	26	23	35	34	40	6	4	5
Hispanic	138	1003	30732	95	97	97	521	529	534	36	34	31	30	24	24	32	39	40	3	3	5
Asian/Pacific Islander	16	76	1827	100	97	99	583	576	594	6	11	8	25	18	12	38	49	49	31	22	31
American Indian/Alaskan Native	11	82	4536	100	100	95	543	538	528	18	21	35	27	28	25	45	45	37	9	6	4
White	221	1181	37038	100	99	97	549	559	575	22	18	11	21	18	14	48	51	56	10	13	19
Students with Disabilities	33	261	7840	100	92	81	476	496	498	82	59	60	18	22	18	NA	18	20	NA	1	2
Students without Disabilities	387	2284	70560	97	99	99	545	549	560	22	22	17	25	21	19	44	48	50	9	9	14
Limited English Proficient Students	21	257	8956	72	94	95	506	496	502	57	61	56	19	22	25	24	16	18	NA	1	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	181	1229	33014	96	96	95	527	534	534	32	30	31	28	23	24	34	41	40	6	6	5
Non-Economically Disadvantaged	239	1316	45386	98	100	99	548	553	569	22	21	15	22	20	15	46	48	52	10	11	18

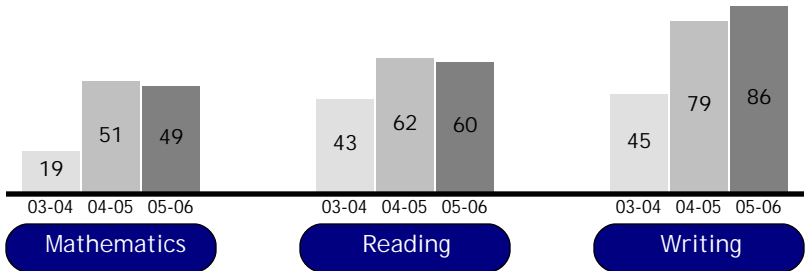
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	419	2545	79179	97	98	98	517	512	519	10	13	11	31	30	27	55	54	58	5	4	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	202	1248	38974	98	99	99	519	518	524	8	10	8	31	28	25	57	57	61	4	5	5
Male	217	1296	40124	96	98	97	515	507	513	12	15	13	30	31	28	53	51	54	5	3	4
African American	33	201	4243	87	99	98	519	501	506	6	13	14	39	39	32	52	45	51	3	2	3
Hispanic	137	1005	30987	94	98	98	503	497	498	13	19	17	39	36	36	46	44	45	2	1	1
Asian/Pacific Islander	16	76	1832	100	97	99	535	525	543	NA	7	4	31	29	17	63	61	69	6	4	10
American Indian/Alaskan Native	11	82	4573	100	100	96	515	502	494	9	12	16	27	34	41	55	52	42	9	1	1
White	222	1180	37467	100	99	98	525	527	539	9	8	5	24	23	17	61	63	70	6	6	8
Students with Disabilities	32	258	8567	100	91	88	446	464	467	59	40	39	34	39	38	6	21	22	NA	0	1
Students without Disabilities	387	2287	70612	97	99	99	523	517	524	6	10	7	30	29	25	59	58	62	5	4	5
Limited English Proficient Students	20	257	9013	69	94	95	465	454	461	40	50	40	45	40	48	15	9	12	NA	NA	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	179	1227	33345	95	96	96	510	503	499	9	15	17	37	34	36	51	49	46	2	1	1
Non-Economically Disadvantaged	240	1318	45834	98	100	99	522	521	533	10	11	7	25	25	19	58	58	67	6	6	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	423	2563	79734	98	99	99	562	553	554	1	4	3	13	17	19	86	78	78	0	1	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	202	1255	39243	98	99	99	574	567	568	NA	3	2	9	11	12	91	85	85	0	1	1
Male	221	1307	40413	97	99	98	551	540	541	2	6	4	17	23	26	81	71	70	NA	0	0
African American	34	207	4285	89	100	99	565	548	548	NA	4	3	9	20	22	91	74	74	NA	1	0
Hispanic	139	1009	31254	95	98	99	554	539	539	NA	7	5	21	22	25	79	71	70	NA	0	0
Asian/Pacific Islander	16	77	1837	100	99	99	598	580	579	NA	NA	1	6	10	9	88	86	87	6	4	2
American Indian/Alaskan Native	11	81	4613	100	99	97	557	556	535	NA	NA	4	18	20	29	82	80	67	NA	NA	0
White	223	1188	37668	100	99	99	564	565	569	2	2	1	9	13	13	89	84	85	NA	1	1
Students with Disabilities	36	276	8943	100	97	92	498	490	495	6	11	11	56	53	51	39	35	38	NA	1	1
Students without Disabilities	387	2287	70791	97	99	100	568	560	561	1	3	2	9	13	15	90	83	83	0	0	0
Limited English Proficient Students	23	259	9138	79	95	97	504	469	492	9	25	13	43	42	46	48	33	40	NA	NA	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	183	1246	33718	97	98	97	556	543	538	1	6	5	20	20	26	80	74	69	NA	0	0
Non-Economically Disadvantaged	240	1317	46016	98	100	100	567	563	567	1	3	2	8	14	14	90	82	84	0	1	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2005-06

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
7	Reading	99	51	NA	54	99	50	47	50	98	50	48	54
	Language	98	52	54	58	99	55	51	52	100	52	52	58
	Mathematics	100	49	55	62	99	46	46	50	98	44	46	54
8	Reading	97	51	NA	55	100	50	49	51	97	56	54	58
	Language	95	44	45	52	100	49	48	50	97	54	50	56
	Mathematics	95	53	55	61	100	50	49	53	97	48	50	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Cholla Middle School

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 3 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 3 Student(s)

Council Duties

- ü To facilitate school improvement
- ü To address short-term needs
- ü To develop increased communications
- ü To facilitate budget implementation
- ü To engage in shared decision-making
- ü To facilitate staff selection

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	50.00
Other Professional Staff	2.25	Teacher Aide	2.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	1	0	0
4 to 6 years	5	4	0	0
7 to 9 years	4	2	0	0
10 or more years	9	19	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	202
Teachers with Emergency Certification.	1
Percent of teachers in the school with Emergency/Provisional Certification	2%
Percent of core classes not taught by Highly Qualified Teachers	2%

Resources Available at School Site

Special Facilities

- ü Art/Music/PE/Library Facilities
- ü Multi-purpose Facility
- ü Six Science Labs
- ü Two Computer Labs

Extracurricular Activities

- ü Student Leadership Council
- ü Peer Mediation
- ü Interscholastic Athletics
- ü Family/Careers/Community Leaders of Am.
- ü Wake Up Club
- ü Hip-Hop Club
- ü Karate Classes

Social Services

- ü School Resource Officer
- ü PTO
- ü Health Services
- ü CASA
- ü Counseling

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Reviewed and began the implementation of the revised math and science curricula.

- ü Implemented the lesson study design to increase staff proficiency in more focused and effective instructional strategies.

- ü Indicated the implementation of the lesson study design to increase staff proficiency in focused and effective instructional strategies.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Promotion Rate ⁵	93	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Washington School District's Crisis Team has examined every aspect of operations in the District to create safe, secure campuses. Comprehensive crisis management plans have been developed for each campus. Schools hold regular fire and lockdown drills, and conduct tabletop crisis drills. In addition, school counselors are ready to respond to a campus to provide support for students or adults during a crisis. WESD is committed to providing a safe atmosphere conducive to student learning.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

2

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
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The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.